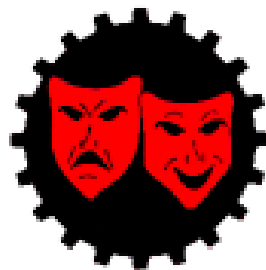


**Assessment Annotations
for the Curriculum Frameworks**

Fine Arts

Grade 5



Missouri Department of Elementary and Secondary Education
Robert E. Bartman, Commissioner of Education

FINE ARTS EDUCATION ASSESSMENT ANNOTATIONS

For the Fine Arts Education Curriculum Frameworks

This document provides supplemental assessment information to *Missouri's Framework for Curriculum Development in Fine Arts K-72*. The first column denoting what all students should know is “fair game” for the new statewide assessment in the 5th grade for fine arts (dance, music, theatre, and visual arts).

Fine arts committees (K-12) were involved in determining what content and processes should be assessed on the state assessment and what should be assessed locally. Since the curriculum frameworks were developed K-4, 5-8, and 9-12 grade ranges and the state assessment will currently be given at the 5th grade level teachers worked as a K-6 elementary group.

Although the elementary benchmark in the framework is K-4, the assessment will be at the 5th grade level. Questions on the assessment will be more challenging and require students to use higher order thinking skills than required just for the K-4 level.

Please note that **not all** of the content identified will be included on the test in any given year.

IA. Dance (History Strand)

Defining Elements

Exemplary Works, Choreographers, and Performers of Historical Significance
National Influences on Dance Styles
Ethnic Influences on Dance Styles
Social Functions of Dance

K-12 Content Overview

Dance as an art form and as a ritual or social activity has been with humanity since our origins. Many cultures which have been almost entirely assimilated still maintain their cultural traditions through dance. Dance can also be a window through which we can view and better understand other people and other ways of seeing the world.

The kinds of dances that existed in the past have helped to shape the dances that exist today. The study of dance history helps students understand how amazingly similar and yet how marvelously different people of the past were compared to women and men of today. Dance history reminds us of mankind's cultural and social diversity. To study the way people dance requires that students learn much about the way people think and live.

Students who study the historical and social context of dance become more fully integrated members of the increasingly multi-cultural communities. They learn not only dance movements but the surrounding influences and issues of the cultures they are investigating.

What All Students Should Know

By the end of grade 5, all students should

2. Know dance in a particular time period in the United States (for example, in colonial America, why and in what settings did people dance? What did the dances look like?).
(FA5)

What All Students Should Be Able to Do

By the end of grade 5, all students should be able to

Distinguish:

Costumes and settings related to specific time period

The role of dance in these groups

- African American
- Native American
- pioneers

The role of dance in these time periods

- colonial period
- civil war
- frontier exploration

Folk dances

- Native American
- war
- celebration
- animals
- African-American dances
- square dancing

Sample Learning Activities

IB. Dance (Criticism/Analysis Strand)

Defining Elements

Listening
Observing
Vocabulary
Appropriate Behavior

K-12 Content Overview

Dance by its nature is a problem-solving activity. Current educational research shows that many students learn best by physical activity linked to other curriculum concepts. Pursuing the study of dance can stimulate the physical-kinetic intelligence that drives many students to greater achievement, and solving movement problems transfers to other kinds of problem-solving in school and in life.

Students who learn to observe dance and extract the content from movement also learn that there are many possible "right" answers to a problem. They learn not to stop with the simplest, most superficial response but to look for more interesting connections and possibilities.

What All Students Should Know

By the end of grade 5, all students should

1. Know the following terms: audience, criticism, technique, and the elements of dance. (FA2)

2. Know the basic elements of other art forms that support or collaborate with dance. (FA2)

What All Students Should Be Able to Do

By the end of grade 5, all students should be able to

Distinguish:

Elements of dance

- space - high, middle, low, pathways, personal space
- time - musical beat and changes in tempo are important to dancers
- energy

Time and space are assessable; energy is not.

Other aspects of space would be called "axial/on the spot" or "in place" like bend, stretch, twist,- The opposite is through the space," also called "locomotor": walk, run, leap, jump, skip, slide, gallop, hop.

Directions are another aspects of space: forward, backward, sideward, diagonal, around.

Terms

- audience
- criticism
- technique

Connections between disciplines

- how the make-up, costumes, set, movement contribute to the believability of the character

Sample Learning Activities

D. Dance (Product/Performance Strand)

Defining Elements

Contemporary Dance Techniques
Anatomy and Physiology
Proper Development and Care of the Body
Dance Production and Performance
Theatre and Multi-media Technology

K-12 Content Overview

Dance is first and foremost movement. However, what makes it different from movement is that dance is movement done with awareness. Developing this basic awareness in the first stage of learning to dance is mastering the dancer's instrument: the body. Dance students learn physical skills as well as the language describing those skills. Students must also understand the elements of dance as the dancer's "toolbox." They learn how to move safely and with an awareness of the complex marvels of the human body. Finally, they must gain experiences in performing dance, which involves yet another set of skills and vocabulary. The sequence and timing of the introduction of each of these skills is of critical importance to developing young bodies and young minds.

A physical understanding of movement skills and elements also greatly enhances our appreciation of dance as an art form, as well as our enjoyment of athletic events. All students benefit from learning how to control their bodies and their personal space, especially when relating to a group or shared community space. This results in increased self-confidence and improved behavior in group settings.

All dancers must have at least a basic understanding of choreography in order to intelligently and effectively carry out a choreographer's wishes as well as to create their own dance works. Knowing how to construct dances also provides students with a greater awareness of patterns, forms and structures in all disciplines. Dance-making develops problem-solving, cooperation, and communication skills as well.

By its nature, dance is an interdisciplinary activity. Most dance uses music, costumes, scenery, and lighting, whether its purpose is ritual, social, or theatrical. Moreover, in searching for subjects about which to dance, students encounter engrossing ideas in other academic areas as well. Cycles and patterns in the life sciences, poetry and imagery in language, rhythms and relationships in mathematics, and geography and genealogy in social studies can all serve as a rich feeding-ground for the young choreographer's imagination.

Aside from the obvious careers of performer, choreographer, or teacher, related careers in the dance field include: production, arts management, marketing and public relations, fund raising, physical therapy, nutrition and diet counseling, set and costume design, writing (history and criticism), dance notation, and dance video and archiving.

Lastly, the revolution in technology and communications makes new resources available to the dancer and the choreographer, challenging students to learn valuable new skills in order to use the array of equipment, software, and information that is becoming available at ever-increasing pace.

What All Students Should Know

By the end of grade 5, all students should

1. Know the terms and tools that make up the basic language of choreographers, such as choreography, improvisation, mirroring, leading and following, and basic stage directions. (FA1)

3. Know healthy practices (such as nutrition and good safety habits) enhance their ability to dance. (FA1)

What All Students Should Be Able to Do

By the end of grade 5, all students should be able to

Distinguish:

What a choreographer does

Terms

- space
- time
- energy
- improvise
- phrase
- sequence

Tools

Forms

- copying
- leading
- following
- beginning
- middle
- end

Basic stage directions

- down stage
- up stage
- stage left
- stage right
- center stage

Leading and following are partner skills

Dance phrase is like the musical phrase, which is related to a sentence or complete thought.

Definition of improvisation involves focus and concentration.

- Student knowledge of good nutrition and safety habits (e.g., warming up) to enhance their dancing.
- Food provides energy for the human body to work, grow and perform daily routines.
- The basic food pyramid.

Sample Learning Activities

Dance Interdisciplinary/Cross Discipline Strand

Interdisciplinary is considered a teaching methodology and was written throughout all strands and, therefore, was not addressed as a separate strand in the frameworks. The fine arts committee decided that this could be approached three ways in the video.

- matching/not matching an example from one fine arts area with that of another.
- cultural interrelationships among examples from different fine arts areas.
- historical interrelationships among examples from different fine arts areas.
 - match a dance with music/visual arts/theatre
 - pattern/repetition
 - contrast/variation
 - historical context
 - Missouri history
 - Colonial (e.g., folk dance, Yankee Doodle)
 - Western expansion
 - Civil War period (e.g., spirituals)
 - cultural context (e.g., Chinese music and Chinese painting, African music and African masks, Native American music and Native American painting/dance, classical music and classical architecture)

II A. Music (History Strand)

Defining Elements

Exemplary Works, Composers, and Performers of Historical Significance
National and Ethnic Influences on Musical Styles
Social Functions of Music

K-12 Content Overview

The history of music can be divided into specific areas, reflected by specific exemplary composers and performers and examples of works they produced that represent major styles of music. These composers, performers, and works were influenced by, and, in turn, had influence upon the socioeconomic, national, ethnic, religious, and philosophical perspective of the culture in which they lived. Students should develop an appreciation for these musicians, their products, and their relationships to the culture, sequentially throughout the different grade levels.

What All Students Should Know

By the end of grade 5, all students should

1. Know some musical works and artists that are representative of classical and popular styles, world cultures, various time periods (for example, the Messiah, 18th century; Stephen Foster, "Oh Susannah," 19th century; Ravi Shankar, Indian sitar player, 20th century). (FA5)

3. Know that music serves a variety of functions. (FA5)

4. Know how music serves a variety of functions in society. (5-8)

What All Students Should Be Able to Do

By the end of grade 5, all students should be able to

Distinguish:

- popular vs classical
- Western vs non-Western
- modern vs long ago

- Beethoven
- Scott Joplin
- Kenny G
- Stephen Foster
- Gershwin

- ceremonial
- sacred/secular
- folk song
- work song
- lullaby
- entertainment

- funeral, parade
- wedding
- lullaby (sleep song)
- graduation
- school

Vocabulary

- ceremonial
- entertainment
- religious (sacred)
- non-religious (secular)

Sample Learning Activities

IIB. Music (Criticism/Analysis Strand)

Defining Elements

Properties of Sound
Characteristics of Melody
Characteristics of Harmony
Characteristics of Rhythm
Various Textures and Forms
Traditional Audience Behaviors in Selected Settings

K-12 Content Overview

Active, informed music listening allows one to understand the processes used in music performance and music composition and the rules of music theory. Consequently, students are equipped to make informed critical judgments of quality. When listening/critiquing skills are acquired by students, they can identify (a) characteristics which can be appreciated in their present state and (b) characteristics which need to be altered or replaced. By developing a proper vocabulary of music and learning to apply it appropriately to aural and visual examples, students learn an advanced level of information processing. By understanding what they are seeing and/or hearing from others they can respond thoughtfully to those ideas and understand how other composers and performers have solved problems encountered in music.

What All Students Should Know

By the end of grade 5, all students should

1. Know that music consists of several elements (e.g., timbre, harmony, melody, rhythm, form, instrumentation).

2. Know that melody can be described with reference to its placement (high/low) and its movement (direction conjunctness), that tempo can be perceived as consistent or changing, fast or slow, and that instruments and voices can be combined to create different textures and timbres and harmonic combinations.

What All Students Should Be Able to Do

By the end of grade 5, all students should be able to

Distinguish:

- tone color (timbre)
- instrument sounds (e.g., instrument family)
- vocal sounds (e.g., man, woman, child)

Duration

- staccato and legato (not smooth & smooth)

Form

- ABA

Beat

- steady and not steady beat

Pitch

- high and low

Dynamics

- loud and soft

Tempo

- fast/slow
- getting faster (accelerating)
- getting slower (ritard)
- steady tempo

Dynamics

- loud/soft
- getting louder
- getting softer

Pitch

- high/low
- high to low
- low to high

Textures

- thick (group voices)
- thin (solo voice)

Sample Learning Activities

3. Know that music elements have different levels of importance and complexity in various types of music, that similarly, listener responses as audience members may vary in different settings.

Most important elements in a piece of music (Omit listener response.)

4. Know that the size of traditional acoustic instruments, often determines the pitch range.

Pitch range

- high/low (e.g., trumpet/tuba, cello/violin, tom-tom/tympani, alto sax/bari sax)

1. Know that traditional acoustic instruments depend on their shape, material, overtone series, and mode of creating vibration to produce unique timbres. (5-8)

How a sound is being made (examples)

- reed on a mouthpiece
- air in a tube
- bow on a string
- lips buzzing in a mouthpiece
- vibration of vocal cords

(Omit overtone series)

2. Know that while many combinations of musical elements are possible, specific groupings have evolved. (5-8)

- solo
- duet
- trio
- quartet

4. Know that implied rules exist for audience behaviors and differ according to the setting (a piano recital vs a jazz concert). (5-8)

(None suggested)

IID. Music (Product/Performance Strand)

Defining Elements

Singing or Playing an Instrument
Reading and Writing Music
Creating and Interpreting Music

K-12 Content Overview

The active production of music provides students with a valuable and uniquely individual method for expressing themselves and communicating with the world around them. Through singing or playing an instrument, students develop individual and group problem-solving skills which are inter-disciplinary translating to all areas of life. Technical understanding of the elements of proper vocal (posture, breath control, diction) and/or instrumental (posture, breath control, bow, stick, or embouchure control, articulation) sound production are elementary to and enhance the quality of musical performance.

Most printed music incorporates standard notation symbols and traditional terminology. Recognizing and interpreting standard notation symbols for pitch and rhythm enables students to perform, read, write, and create music independently and in ensemble for a lifetime. Recognizing dynamics, articulation, tempo, and expression as well as identifying individual parts in a vocal and/or instrumental score enables students to perform increasingly difficult music.

Manipulating the elements of vocal or instrumental sound production and musical notation allows students to create or improvise music. The process of creating or improvising music is enhanced by the study of non-standard notation and non-traditional sound sources used by 20th Century composers. This expands the students' ability to reflect individual and personal music expression.

The study of music performance can give students a lifetime of satisfying experiences. Students may choose participation in community ensembles, amateur groups, church choirs, or simply as a fulfilling pastime at home. Those who choose music as a career will have benefited greatly from a solid educational foundation in music. They may choose from a variety of job opportunities such as performance, teaching, conducting, recording, composition, music therapy, business, and instrumental construction and maintenance.

What All Students Should Know

By the end of grade 5, all students should

2. Know that music is expressed in standard notation symbols and traditional terminology referring to dynamics, articulation, and tempo. (FA1)

1. Know that the elements of proper vocal/sound production (posture, breath control, diction) and/or instrumental sound production (posture, breath control, bow, stick, or embouchure control, articulation) affect the quality of musical performance. (5-8)

What All Students Should Be Able to Do

By the end of grade 5, all students should be able to

Distinguish:

identify, name, value, and apply

- whole note and rest
- half note and rest
- quarter note and rest
- eighth note

Sign, meaning, and abbreviation

- fermata
- crescendo
- decrescendo

Meaning and abbreviation

- ritardando

Sign and meaning

- measure
- bar line
- double bar
- repeat sign

Time signatures,

- 2 3 4
- 4 4 4

Time signature (meter)

Elements of good performance/vocal production

- sit or stand tall
- say words clearly
- sing together
- sing on pitch together
- drop jaw
- use of good singing voice (singing, not shouting)
- hold out tones

Sample Learning Activities

- good (deep) breathing

Music Interdisciplinary/Cross Discipline Strand

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 - cultural interrelationships among examples from different fine arts areas.
 - historical interrelationships among examples from different fine arts areas.
- match a music piece with dance/visual arts/theatre
 - pattern/repetition
 - contrast/variation
 - historical context
 - Missouri history
 - Colonial (e.g., folk dance, Yankee Doodle)
 - Western expansion
 - Civil War period (e.g., spirituals)
 - cultural context (e.g., Chinese music and Chinese painting, African music and African masks, Native American music and Native American painting/dance, classical music and classical architecture)

IIIA. Theatre (History Strand)

Defining Elements

Multicultural Concepts
Dramatic and Literary Genres
Theatre Conventions
Roles for Theatre

K-12 Content Overview

History involves the study of historical and cultural settings for the arts, including socioeconomic, political, ethnic, religious and philosophical considerations. Significant works and artists from the past and present are recognized. Comprehension of how and why different cultures produce different arts is a vital tool for all students. Students should communicate knowledge about the role of the arts in differing cultures. Students should develop an understanding of culture and ethnic diversity.

What All Students Should Know

By the end of grade 5, all students should

2. Know how to identify and compare various settings and reasons for creating dramas and attending theatre, film, television and electronic media productions. (FA5)

3. Know how to document social, cultural and historical implications relating to dramatic productions. (FA5)

What All Students Should Be Able to Do

By the end of grade 5, all students should be able to

Distinguish:

Costume/settings related to a specific time period

- celebrations
- religious
- oral stories

Native Americans, pioneers, Western expansion

Ability to do research

- webbing and mapping time lines
- documentary films
- what time period?
- what did people wear?
- what did people do for entertainment?
- who wrote it?
- people
- events
- time
- place
- work
- live
- dwellings

Sample Learning Activities

IIIB. Theatre (Criticism/Analysis Strand)

Defining Elements

Sensory Perception
Playmaking and Communication
Movement, Music or Visual Elements
Interpersonal and Communication Skills

K-12 Content Overview

The arts have both intrinsic and instrumental value; that is, they have a worth in and of themselves and can also be used to achieve a multitude of purposes (e.g., to present issues and ideas, to teach or persuade, to entertain, to design, plan and beautify). Criticism involves the development of an understanding of the qualities of an art form through an analysis of how the student communicates. The student should recognize, understand and apply the terminology or vocabulary of theatre. In order to develop criticism, young students need consistent instructional opportunities to examine a wide variety of forms. As they interact with these forms, students reflect upon and talk about their observations and feelings, thereby becoming more perceptive of critical qualities. Through these encounters, the range and amount of critical responses are increased and enriched. Students analyze and explain personal preferences. They construct meaning from classroom dramatizations and from theatre, film, television and electronic media productions. It is important to understand the elements that make "theatre" happen.

What All Students Should Know

By the end of grade 5, all students should

1. Know visual, aural, oral and kinetic elements in theatre, dramatic media, dance, music and visual arts. (FA2)

3. Know how ideas and emotions are expressed in theatre, dramatic media (such as film, television and electronic media) and other art forms. (FA2)

4. Know a few preparation and evaluation criteria. (FA2)

What All Students Should Be Able to Do

By the end of grade 5, all students should be able to

Distinguish:

How space and time are used

- visual - set, colors
- mood - relating to colors
- aural - what you hear (sound effects)
- oral - what you speak
- kinetic elements - movement on the stage
- time - speed of movement can be show age of a character
- space - where characters are located on the stage

How an idea or emotion is expressed

- creative movement
- sound effects
- speaker's tone of voice

Criteria

- is it believable?
- what surprised you?
- is it loud or soft enough? (e.g., orchestra covers up singers)

Do actors

- know their lines?
- know where to stand on the stage?
- use props appropriately?

preparation - rehearsal

evaluation criteria - performance

Sample Learning Activities

ID. Theatre (Production/Performance Strand)

Defining Elements

Interpersonal, Collaborative, Individual and Group Problem-Solving Skills

Improvisation

Characterization

Play Production

Playwriting

Directing

Technical Elements

Careers

K-12 Content Overview

The nature of skills performing and creative theatre artists require is multi-discipline and integrated. Further, media and tools used in theatre activities are without limit and enable a variety of processes related to the communication of ideas and concepts. The development of theatre skills related to voice usage, physical movement, interpretation and creation of visual and textual expressions and effective communication are requisite to comprehension of this complex art form. This process should include exercises and improvisations that encourage understanding of the inter-relationship of theatre elements. The arts are a way of knowing. Students grow in their ability to comprehend their world when they experience the arts. As they create theatrical productions, they learn how to express themselves and how to communicate with others. Performing involves the development of skills to express, produce and communicate through the arts. Students develop manipulative and organizational skills through active engagement with the arts.

What All Students Should Know

By the end of grade 5, all students should

3. Know the elements used to create an environment appropriate for drama. (FA1)

4. Know technical requirements for improvised and scripted scenes. (FA1)

7. Know characters, their relationships and their environments. (FA1)

8. Know that many careers are available in dramatic arts. (FA1)

What All Students Should Be Able to Do

By the end of grade 5, all students should be able to

Distinguish:

Elements

- props
- music
- lighting
- costumes
- scenery
- sound effects

Definitions

prop - can be handled or carried on

scenery/set -stage environment/heavy (sofa)-

prop placement in a particular setting

A story has a beginning, middle, and end.

- story board
- plot
- voice
- body position
- audience
- stage
- written script

Clues as to what the characters are saying (with the sound cut) or what the characters are doing (with the visuals cut)

- light technician
- critic
- set designer
- costume designer
- director
- character
- playwright

Sample Learning Activities

- teacher

Theatre Interdisciplinary/Cross Discipline Strand

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IVA. Visual Arts (History Strand)

Defining Elements

Artists
Art Objects
Time in History
Important Events
Culture
Literature
Media

K-12 Content Overview

As students move from kindergarten through the early grades, they develop skills of observation and they learn to examine the objects and events of their lives in historical progression. From examination of their own work and that of other people, times, and places, students learn to unravel the essence of artwork and to appraise its purpose and value by knowing that the visual arts have history and specific relationships to various cultures.

Learning activities should relate works of art to the historical and cultural contexts in which they were created. Students match, identify, and recall works of art and the names of the artists. They learn about art heritage in terms of contemporary times and places. Studying about artists, their contributions, and ways of communicating cultural values and beliefs of people through the visual arts is essential for developing appreciation for their own aesthetic values and those of other cultures.

As a component of the history strand, studies at the high school level focus on learning to recognize and acquire knowledge about selected artists, their works of art and their time/place in history. Relationships between the visual arts to history and cultures is studied. Relationships among art forms and between students own work and that of others are also emphasized.

What All Students Should Know

By the end of grade 5, all students should

1. Know themes and symbols from selected cultures and artists. (FA4, 5)

3. Know the general style and/or period of major works of art from various cultures. (5-8)

4. Know other cultures that reflect diverse developments in the culture of the United States. (5-8)

What All Students Should Be Able to Do

By the end of grade 5, all students should be able to

Distinguish:

Symbols from cultures

- Chinese dragons
- African masks
- N.W. Indian totem poles

Characteristic architecture

Portraits depicting cultures

Types of paintings

- still life
- landscape
- seascape
- portrait

Cultures

- Asian
- Egyptian
- African
- U.S./European
- cave painting

Native American art

Sample Learning Activities

IVB. Visual Arts (Criticism/Analysis Strand)

Defining Elements

Subject Matter
Themes
Media,
Organizational Structures
Vocabulary Skills
Analyzing
Critiquing

K-12 Content Overview

Primary students learn the characteristics of the visual arts by using a wide range of subject matter, symbols, meaningful images, and visual expressions to express their ideas and to evaluate the merits of their efforts. They develop vocabularies and learn concepts associated with various types of works in the visual arts. They begin to exhibit competence in visual, aural, oral, and written form. They develop and apply effective analytic thinking, writing, and speaking skills. Students understand and evaluate influences of literature, cultural traditions, and other art forms in crafting a global visual art heritage.

Through learning to coordinate their hands and minds in exploration of the visual world, students are making choices that enhance communication of their ideas. Students' natural inquisitiveness is promoted and they learn the value of critical decision-making by reflecting on and assessing the characteristics and merits of their work and the work of others. They learn people's experiences influence the development of specific artworks understanding there are different responses to specific artworks.

Studies in art history provide for a growing familiarity with the ideas, concepts, issues, dilemmas, and knowledge important in the visual arts. Students study techniques for interpreting and critiquing art works from different times and cultures. Organizational principles and how the visual arts complement the other disciplines are also studied. Students continue to learn how to express subtle differences when looking at and responding to works of art. The structures and functions of art are studied as well as how they can be used as frameworks for analyzing and evaluating art.

What All Students Should Know

By the end of grade 5, all students should

2. Know how to analyze works of art. (FA2)

4. Know a vocabulary with which to discuss works of art. (FA2)

What All Students Should Be Able to Do

By the end of grade 5, all students should be able to

Distinguish:

Subjects, themes

2-D and 3-D media

Style

- realistic
- abstract

Elements

- color (families)
- line (kinds)
- shape
- space (positive, negative)
- background vs foreground
- perspective
- point of view
- light
- texture

Terms

- texture - rough, smooth
- form - 3-D
- line - diagonal, vertical, horizontal, curved, zigzag
- shape - organic, geometric
- color - primary, secondary, warm, cool
- space - positive (is there), negative (is not there), background, foreground
- balance - symmetrical, asymmetrical
- contrast -
- proportion - larger, smaller
- pattern - repetition of shape or color
- center of interest -
- formal/symmetrical

Sample Learning Activities

- informal/asymmetrical

IVD. Visual Arts (Product/Performance Strand)

Defining Elements

Materials
Processes
Techniques
Technology
Safety

K-12 Content Overview

In grades K-4, students experiment enthusiastically with art materials and investigate the ideas presented to them through visual arts instruction. They exhibit a sense of joy and excitement as they make and share their artwork with others. Creation is at the heart of this instruction. Students learn to work with various tools, processes, and media. Primary students develop and expand visual arts knowledge and skills in order to express their ideas creatively.

Young students enjoy a rich choice of media and activities that involve a wide variety of tools, techniques, and processes. These activities involve the process of selecting, arranging, and decision-making so that there is developmental sequence of skill development to express ideas and concepts. Students use different media, technology, techniques, and processes to communicate ideas, experiences, and concepts. They learn to make choices that enhance communication of ideas. Their natural inquisitiveness is promoted, and they learn the value of perseverance.

The visual arts provide a framework that promotes the maturing students' thinking, working, communicating, reasoning, and investigating skills. As students gain related knowledge and skills, they gain in their ability to make applications in the visual arts. In grades 9-12, students develop deeper and more profound works of visual art that reflect the maturation of their creative and problem-solving skills. Students grow in their ability to apply knowledge and skills in the visual arts. They create products that reflect their thoughts, actions and add new directions to their widening personal worlds. As a component of the Product/Performance strand, students at the high school level continue to develop skills in use of media, techniques, technology, and processes. They study the structures and functions (elements and principles) of art. Emphasis is placed on skills refinement and creative thinking. Concepts relating to the proper and safe use of tools and materials are continued. For some students, studies of possibilities in art careers and professional fields of work are conducted.

While the visual arts range from the folk arts, drawing, and painting to sculpture and design; from architecture to film and video, any of these media can be used to help students meet the educational goals embodied in the performance standards. For example, any of the visual arts can

be used as the basis for creative activity, historical and cultural investigations, or analysis through the standards. The visual arts involve varied tools, technology, techniques, and processes all of which provide opportunities for working toward the achievement of the standards. It is the responsibility of practitioners to choose from among the array of possibilities offered by the visual arts to accomplish specific educational objectives in specific circumstances.

What All Students Should Know

By the end of grade 5, all students should

1. Know that artists create art with a variety of two- and three-dimensional media. (FA1, 4)

2. Know and use the elements of art. (FA1, 4)

3. Know and use the principles of art. (FA1, 4)

What All Students Should Be Able to Do

By the end of grade 5, all students should be able to

Distinguish:

Art forms

- drawing
- painting
- weaving
- sculpture
- architecture

Line, shape and color in a work of art

- geometric shapes
- organic (free form) shapes
- texture

(Eliminate tertiary colors)

Vocabulary

- purple (violet)
- primary and secondary colors
- mixing primary and secondary colors
 - red + yellow =orange
 - red + blue =purple (violet)
 - blue + yellow =green
 - tints = color + white
 - shades = color + black
- tint - to make a color lighter add white
- shade - to make a color darker add black
- warm vs cool colors
 - warm - red, yellow, orange
 - cool - green, blue, violet

Pattern/repetition in nature, artwork, and architecture

Sample Learning Activities

- balance - symmetrical
- symmetry is found in nature and human-made objects

1. Know the elements and principles of art.
(5-8)

Descriptive language related to line, color,
shape, texture

- wavy lines
- warm colors

3. Know environmental design. (5-8)

Visual Arts Interdisciplinary/Cross Discipline Strand

Interdisciplinary is considered a teaching methodology and was written throughout all strands and, therefore, was not addressed as a separate strand in the frameworks. The fine arts committee decided that this could be approached three ways in the video.

- matching/not matching an example from one fine arts area with that of another.
 - cultural interrelationships among examples from different fine arts areas.
 - historical interrelationships among examples from different fine arts areas.
- match artwork with music/dance/theatre
 - pattern/repetition
 - contrast/variation
 - historical context
 - Missouri history
 - Colonial (e.g., folk dance, Yankee Doodle)
 - Western expansion
 - Civil War period (e.g., spirituals)
 - cultural context (e.g., Chinese music and Chinese painting, African music and African masks, Native American music and Native American painting/dance, classical music and classical architecture)